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SCHOOL OF EDUCATION

Thesis

LIBRARY CHOICES OF
INTERMEDIATE GRADE PUPILS

Submitted by

Mildred L. O'Toole

(B.S. Ed. Salem Teachers' College, 1936)

In partial fulfillment of requirements for
the degree of Master of Education

May, 1947

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Gift of M. L. O'Toole
School of Education
May 29, 1947
38145

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I also wish to thank Miss Ruth Hazelton, children's librarian, for her cooperation in making this study possible.

THE UNIVERSITY OF CHICAGO

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TABLE OF CONTENTS

CHAPTER	PAGE
I	STATEMENT OF PROBLEM AND REVIEW OF RELATED RESEARCH
II	DESCRIPTION OF EXPERIMENT
III	ANALYSIS OF DATA Introduction Choices according to sex differences Choices according to chronological age Choices according to mental age Choices according to reading level
IV	SUMMARY AND CONCLUSIONS

BIBLIOGRAPHY

ANNEX 1

Item	Description	Amount
1	Office supplies and stationery	100.00
2	Travel expenses	250.00
3	Telephone bills	75.00
4	Postage and freight	125.00
5	Repairs and maintenance	150.00
6	Insurance	300.00
7	Utilities	100.00
8	Food and beverages	200.00
9	Entertainment	100.00
10	Gifts	50.00
11	Charitable contributions	100.00
12	Professional fees	100.00
13	Legal fees	100.00
14	Medical expenses	100.00
15	Education expenses	100.00
16	Religious expenses	100.00
17	Funeral expenses	100.00
18	Other expenses	100.00
19	Interest on loans	100.00
20	Dividends	100.00
21	Capital gains	100.00
22	Losses	100.00
23	Other income	100.00
24	Net income	100.00

Page 1 of 1

TABLES AND GRAPHS

PAGE

TABLE	I	Age Frequency Distribution of Children in Grades IV, V, and VI.....
TABLE	II	Total Number of Books Selected in Each Category According to Grade and Sex.....
TABLE	III	Number and Per Cent of Choices in Each Category.....
TABLE	IV	Comparison of Boys' and Girls' Choices of Books of Mystery and Adventure.....
TABLE	V	Comparison of Boys' and Girls' Choices of Books of Mythology, Fable, and Fairy Tales.....
TABLE	VI	Comparison of Boys' and Girls' Choices of Animal Stories.....
TABLE	VII	Comparison of Boys' and Girls' Choices of Books of History and Travel - Other Lands and People.....
TABLE	VIII	Comparison of Boys' and Girls' Choices of Books of Biography and Autobiography.
TABLE	IX	Comparison of Boys' and Girls' Choices of Books of Science and Mechanics.....
TABLE	X	Comparison of Boys' and Girls' Choices of Books of Sports and Hobbies.....
TABLE	XI	Comparison of Boys' and Girls' Choices of Books of Poetry, Music, Fine Arts....
GRAPH	A	Per Cents of Books of Mystery and Adventure Read by Oldest and Youngest...
GRAPH	B	Per Cents of Books of Mythology, Fable, and Fairy Tales Read by Oldest and Youngest.....
GRAPH	C	Per Cents of Books of Animal Stories Read by Oldest and Youngest.....
GRAPH	D	Per Cents of Books of History and Travel Read by Oldest and Youngest.....

TABLE OF CONTENTS

Page

General Information and Introduction	1
1. The purpose of the study	1
2. The scope of the study	2
3. The methodology used	3
4. The organization of the study	4
5. The significance of the study	5
6. The limitations of the study	6
7. The conclusions of the study	7
8. The recommendations of the study	8
9. The bibliography of the study	9
10. The appendix of the study	10
11. The glossary of the study	11
12. The list of figures and tables	12
13. The list of abbreviations	13
14. The list of symbols	14
15. The list of units	15
16. The list of variables	16
17. The list of parameters	17
18. The list of constants	18
19. The list of definitions	19
20. The list of terms	20
21. The list of concepts	21
22. The list of theories	22
23. The list of models	23
24. The list of frameworks	24
25. The list of approaches	25
26. The list of methods	26
27. The list of techniques	27
28. The list of procedures	28
29. The list of protocols	29
30. The list of standards	30
31. The list of guidelines	31
32. The list of best practices	32
33. The list of lessons learned	33
34. The list of key findings	34
35. The list of major results	35
36. The list of significant outcomes	36
37. The list of important observations	37
38. The list of notable trends	38
39. The list of emerging patterns	39
40. The list of unexpected discoveries	40
41. The list of surprising insights	41
42. The list of groundbreaking findings	42
43. The list of revolutionary results	43
44. The list of transformative outcomes	44
45. The list of paradigm-shifting observations	45
46. The list of game-changing trends	46
47. The list of world-altering patterns	47
48. The list of epoch-defining discoveries	48
49. The list of civilization-shaping insights	49
50. The list of humanity-defining findings	50

TABLES AND GRAPHS (continued)

PAGE

GRAPH	E	Per Cents of Books of Biography and Autobiography Read by Oldest and Youngest.
GRAPH	F	Per Cents of Books of Science and Mechanics Read by Oldest and Youngest.....
GRAPH	G	Per Cents of Books of Sports and Hobbies Read by Oldest and Youngest.....
GRAPH	H	Per Cents of Books of Poetry, Music, and Fine Arts Read by Oldest and Youngest.....
TABLE XII		Per Cents of Choices of Upper and Lower Mental Age Groups.....
TABLE XIII		Per Cents of Choices of Upper and Lower Reading Level Groups.....

1. Introduction 2. Methodology 3. Results 4. Discussion 5. Conclusion

.....	1	100
.....	2	100
.....	3	100
.....	4	100
.....	5	100
.....	6	100
.....	7	100
.....	8	100
.....	9	100
.....	10	100

CHAPTER I

STATEMENT OF PROBLEM AND REVIEW OF RELATED RESEARCH

THE
NATIONAL
ARCHIVES
COLLECTION
OF
THE
UNITED STATES
OF AMERICA

CHAPTER I
STATEMENT OF PROBLEM
AND REVIEW OF RELATED RESEARCH

PROBLEM:

The purpose of this study was to make a survey of the types of books voluntarily chosen in a public library by pupils in Grades four, five, and six.

This investigation is set up in an attempt to answer the following questions:

1. What types of library books are chosen most frequently by boys and girls in Grades four, five, and six?
2. What is the influence of sex on the type of book selected?
3. How does chronological age affect the type of book selected?
4. What is the influence of mental age on the type of book selected?
5. What is the influence of reading level on the type of book selected?

THE
HISTORY OF THE
CITY OF NEW YORK

1624

The first of the Dutch Colonies in America was
founded in 1624 by the Dutch West India Company
in the island of Manhattan, which was then called
Mannahatta.

The Dutch West India Company was
founded in 1621 by the Dutch Government.

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founded in 1624 by the Dutch West India Company
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Mannahatta.

The importance of determining pupils' reading interests in reading materials has long been recognized. Surveys and research studies to determine these interests can be divided into four main types:

1. Questionnaires filled out by pupils
2. Reading materials submitted to pupils for a choice or grading
3. General surveys of the kinds of books pupils read, buy, and loan to other pupils
4. Library surveys to determine the types of books pupils borrow.

During the school year 1926-27, Lancaster^{1/} submitted a questionnaire ballot to 4,469 pupils in Illinois. He found that of the fifty-four most popular books, thirty-four were general fiction; thirteen were fairy tales and fables; four were animal fiction; one was a geographical reader; and two were historical narratives. He concludes:

It is clear that the children sought^{2/} amusement rather than instruction in their reading.

Using the same method of pupil questionnaire,

^{1/} Thomas J. Lancaster, "A Study of Voluntary Reading Interests of Children in Grades IV to VIII," Elementary School Journal, 28:525-537, March, 1928.

^{2/} Ibid., p. 528.

3/
Johnson reported data regarding the out-of-school reading interests of 1,856 boys and girls in Duluth. He found that girls read more than boys, but boys spent more time reading magazines and newspapers. Boys were more interested in adventure, while girls preferred books about home, school and children. A number of the most popular authors were those whose books were also favorites thirty to fifty years previously. Over 80% of the pupils who participated in this study used the public libraries.

4/
Winkler, polling the newspaper reading interests of 2,863 pupils, from first grade through high school, found that the trend of interest among boys was definitely toward material connected with the world outside and critical comment upon it. The interests of girls seemed personal and subjective, romantic and emotional.

5/
The findings of Broening, from a voluntary questionnaire carried on in public libraries in Baltimore, indicate the same trends. The following list shows the per

-
- 3/ B. Lamar Johnson, "Children's Reading Interests as Related to Sex and Grade in School," The School Review, 40:257-272, April, 1932.
 - 4/ Marian Lee Winkler, "The Newspaper Reading Interests of Children," Unpublished Master's Thesis, Boston University. Boston, 1934.
 - 5/ Angela M. Broening, "Factors Influencing Pupils' Reading of Library Books - A Baltimore Book Survey," Elementary English Review, 11:155-158, June, 1934.

cent of pupils who favored each category of books as a first choice:

Adventure, 47%
Fairy Story, 26%
Make and Do Things, 24%
Funny Book, 22%
Real Person, 13%
True Event, 9%
Animal, 8%
Home or School, 7%
Travel, 6%
Everyday Wonder, 3%

From the intensive and careful investigation of Lazar,^{6/} a number of findings are pertinent to this study. She found that the two main trends in types of books were popular juvenile series and standard children's classics. Girls showed interest in boys' books, but boys showed little interest in girls' books. Girls who read boys' books were chiefly bright girls; but boys who read girls' books were chiefly dull boys. Titles of fairy tale books were mentioned more often by dull children than by the bright or average. An analysis of the reasons for the popularity of the series books showed that children liked them chiefly because of elements of adventure, action, excitement, and thrills.

^{6/} May Lazar, Reading Interests, Activities and Opportunities of Bright, Average, and Dull Children. New York: Bureau of Publications, Teachers' College, Columbia Univ. 1937, 127 pp.

Biographies, essays, and accounts of personal experience were read by only a small percentage of the pupils.

The pupil population in Zeligs'^{7/} study is similar in several respects to the population used in this investigation. Hence her findings are significant. From reports on the voluntary reading of three hundred twenty-five pupils in the upper seventy-five per cent of the sixth grades in a Cleveland suburb, she found that boys' and girls' reading interests differ. Boys showed no interest in girls' books, but girls enjoyed books written for either sex.

Findings in agreement, for the most part, with those in the aforementioned studies, come from an investigation by Witty and Coomer.^{8/} They write:

A perusal of the favorite titles of the intermediate grades (four through six) reveals the gradual maturing of the tastes of these boys and girls. Donald Duck and Mickey Mouse persist as favorites, but they fall back in rank to give place to Lassie Come Home, Mr. Popper's Penguins, Black Beauty, and Silver Chief.^{9/}

As in previous studies, they found poetry at the

-
- ^{7/} Rose Zeligs, "What Sixth Grade Children Are Reading," Elementary English Review, 14:257-262, November, 1937.
- ^{8/} Paul Witty and Ann Coomer, "Children's Choices of Favorite Books, A Study Conducted in Ten Elementary Schools," Journal of Educational Psychology, 37:266-278, May, 1946.
- ^{9/} Ibid., p. 267.

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

bottom of the list of favorites:

Only one book of poetry, Little Brown Baby, received enough votes to appear in the composite list of favorites. The bulk of votes for this book came from a large Negro school in Chicago. 10/

From the composite findings of their study, Witty and Coomer conclude:

In the balanced reading program of the modern school, it is recognized that the child's choice of reading materials is an important consideration. This study has made it clear that children are characterized by wide and varied interests which lead them to choose a rich and varied assortment of books in many fields. Accordingly, the modern teacher will require access to varied materials if interests are to be satisfied and directed through reading into proper channels. 11/

A summary of the findings of all of these questionnaire surveys indicate differences between the reading interests of boys and girls. Girls read books of interest to boys, but boys do not read girls' books. Stories of adventure, action, and mystery are top favorites, while poetry falls near the bottom.

The second type of investigation in this field has been to submit reading material to children, having them indicate their preferences. An outstanding study of this type was carried on by Gates, Peardon, and Sartorius. 12/ The reading

10/ Ibid., p. 269.

11/ Ibid., p. 277.

12/ Arthur I. Gates, Celeste Comegys Peardon and Ina Craig Sartorius, "Studies of Children's Interests in Reading," Elementary School Journal, 31:656-670, May, 1931.

material presented to the children was of two types, narrative and informative. They found that:

... informative selections of the types chosen from available material during the period 1925-30 when read to, or read by, children under the conditions of the experiment, are preferred by pupils in the first three grades about three times out of ten in comparison with narrative selections.^{13/}

As a partial explanation of this they say:

In this study the uses made of the informative materials were not extensive ... It is a matter of keen regret that the follow-up activities to which each of the types led were not accurately determined and appraised ... It would seem that, when an activity or project is under way, information related to the project and capable of promoting it would reach its maximum in interest, intelligibility, and utility.^{14/}

The third type of investigation in this field has been a general survey to determine pupils' reading interests.

In Hockett's^{15/} study, five hundred boys and girls in "Z-sections" of grades four, five and six kept lists of books they had read, indicating those they liked best. From the composite list, the one hundred most frequent titles were chosen and submitted to four hundred "Z-section" pupils in different schools. These pupils checked the titles of the books they had read, and indicated those they liked best. Hockett found

^{13/} Ibid., p. 657

^{14/} Ibid., p. 668

^{15/} John A. Hockett, "Reading Interests of Z-Section Pupils," Elementary School Journal, 36: 26-39, September, 1935.

strong sex preferences. He attempted to determine the characteristics that made certain books popular, and found they coincided closely with Gates' ^{16/} findings. Gates ^{17/} presented the following fourteen qualifications of books which appeal to children:

1. Animalness: degree to which animals appear and participate.
2. Moralness: degree to which the selection teaches a moral lesson; gives example of moral behavior, etc.
3. Verse form: degree to which the selection resembles verse form.
4. Poeticalness of thought: degree of real poetic character or feeling apart from mere verse form.
5. Liveliness: degree of action, movement; degree to which things happen.
6. Narrativeness: degree to which selections purport to tell a story.
7. Humor: how funny or amusing.
8. Repetition: repetition of ideas, either in the same or different words.
9. Realism: degree to which events and characters are lifelike.
10. Fancifulness: unreal or imaginary in character.
11. Plot: degree to which selection has a sustained plot.
12. Familiar experience: degree to which things and events are familiar.
13. Surprise: unexpected turn of events or conversation.

^{16/} Arthur I. Gates, Interest and Ability in Reading, New York: The Macmillan Company, 1931. 264 pp.
^{17/} Ibid., pp. 71-72.

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β . It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

2. In the second part of the paper the problem of the uniqueness of solutions of the system (1) is considered. It is shown that the system has a unique solution for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

3. In the third part of the paper the problem of the stability of solutions of the system (1) is considered. It is shown that the system has stable solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

4. In the fourth part of the paper the problem of the asymptotic behavior of solutions of the system (1) is considered. It is shown that the system has asymptotically stable solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

5. In the fifth part of the paper the problem of the periodicity of solutions of the system (1) is considered. It is shown that the system has periodic solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

6. In the sixth part of the paper the problem of the bifurcation of solutions of the system (1) is considered. It is shown that the system has bifurcating solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

14. Conversation: degree to which conversation is given verbatim.

Like Hockett's survey, Brumbaugh's^{18/} was a general survey, including interviews with parents, librarians, salesmen in book stores, and the checking of book sales in Five and Ten Cent Stores. She found that, while children care little for literary style, they enjoy dramatic action, humor and adventure. Books that featured recent motion pictures were popular. Salesmen in book stores reported that mystery, romance, adventure, travel and invention sold in this order.

The fourth and final type of survey in this field has been library surveys, or inventories of the types of books children borrow from libraries.

Jordan^{19/} took an inventory of the children's books in several New York City public libraries, listed the books which were borrowed frequently, talked with librarians and children, and observed the books children read in the library as well as those they borrowed. Among his findings are the following data:^{20/}

^{18/} Florence Brumbaugh, "Children's Choices of Reading Materials," Elementary English Review, 16:226-228, October, 1939.

^{19/} Arthur M. Jordan, Children's Interests in Reading, New York: Bureau of Publications, Teachers' College, Columbia University, 1921, 143 pp.

^{20/} Ibid., pp. 128-129.

1. The first part of the report is devoted to a general survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It gives a very good idea of the state of the country, and it is well worth reading. It gives a very good idea of the state of the country, and it is well worth reading. It gives a very good idea of the state of the country, and it is well worth reading.

2. The second part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It gives a very good idea of the state of the country, and it is well worth reading. It gives a very good idea of the state of the country, and it is well worth reading.

3. The third part of the report is devoted to a detailed survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading. It gives a very good idea of the state of the country, and it is well worth reading. It gives a very good idea of the state of the country, and it is well worth reading.

1. The interests of boys and girls in reading are very dissimilar.
2. The major interests of boys from 10 to 13 years in reading are included in four general types of fiction:
 - (a) Books concerned with war and scouting,
 - (b) Those concerned with school and sports,
 - (c) Those concerned with the Boy Scouts,
 - (d) Those concerned with strenuous adventure.
3. Interests of girls are primarily concerned with fiction which portrays:
 - (a) Home, 73 per cent,
 - (b) Home and School, 19 per cent,
 - (c) School, 15 per cent,
 - (d) Fairy stories, 16 per cent,
 - (e) Miscellaneous, 10 per cent.

The most minutely detailed of all the investigations reviewed in this chapter was carried on by Fediaevsky^{21/} at the Institute of Out-School Work in Moscow. A library record of each child borrower included the following information: name, age, sex, social position; literal records of the child's requests for books; notes on the child's opinion of the books he read; notes concerning the child's use of the book and the material in it; and, finally, notes on the child's reactions as he listened to stories read aloud. The investigator^{22/} concludes:

^{21/} Vera Fediaevsky, "Methods of Studying Children's Interests in Reading," Elementary English Review, 4:3-15, January, 1927.

^{22/} Ibid., p. 14.

It is interesting to note that the results of our researches made in totally different conditions, i.e., in another country, among children of another race and by other methods, coincide very often with the results of the intensive American researches on this subject. For instance:

1. We also note the difference between boys' and girls' literature interests.
2. The books noted in the "Winnetka Graded Book List" and by the "Children's Reading" as those preferred by children are, translated into Russian, also found to be favorites of Russian children.

23/

The author further states:

The fact of this coincidence proves that there are elements in books which appeal to every child of a certain age, and that there are laws in children's reading interests which we can study and which we must know.

The last investigation to be reviewed here, and the 24/ one most similar to this research is that made by Campbell in Larchmont, New York. Of the seven hundred fifty-three children using the library, those eleven years of age led in registration. Fiction, biography, and fairy tales were the 25/ types of books preferred. The author concludes:

In general, the problems of one library are similar to those of another. It follows then that as soon as the reading habits of children in a number of libraries have been checked, the results should help the teacher, the school librarian, and the children's librarian, wherever they may work, in their effort to create a love of reading ...

23/ Ibid., p. 15.

24/ Clara Evelyn Campbell, "A Research Problem in Children's Reading," Elementary English Review, 6:1-2, January, 1929.

25/ Ibid., p. 2.

I received your letter of the 10th inst. and am
glad to hear that you are well. I am
also well and hope this letter finds you
the same. I am writing you a few lines
to let you know that I am still
thinking of you.

Very truly yours,
John Doe

I am writing you a few lines to let you know
that I am still thinking of you. I hope
this letter finds you well. I am
writing you a few lines to let you know
that I am still thinking of you.

Very truly yours,
John Doe

I am writing you a few lines to let you know
that I am still thinking of you. I hope
this letter finds you well. I am
writing you a few lines to let you know
that I am still thinking of you.

I am writing you a few lines to let you know
that I am still thinking of you. I hope
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I am writing you a few lines to let you know
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that I am still thinking of you. I hope
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writing you a few lines to let you know
that I am still thinking of you.

After reviewing the available studies in the field of children's reading interests, this investigator found that there were no studies of the particular type she wished to make.

As stated previously, the purpose of this study is to survey the types of books voluntarily chosen in a public library by pupils in Grades four, five and six; and to compare the types of books chosen with the pupils' age, sex, mental age, and reading level.

CHAPTER II

DESCRIPTION OF EXPERIMENT

1891

1891

CHAPTER II

DESCRIPTION OF EXPERIMENT

As stated in Chapter I, the purpose of this study is to survey the types of books voluntarily chosen in a public library by pupils in Grades four, five, and six.

DESCRIPTION OF PUPIL POPULATION AND PUBLIC LIBRARY:

The pupils whose library choices are surveyed in this study attend a public, elementary school in suburban Boston. The economic standing of this residential community is above average. Of the 167 pupils in the survey, only two come from families where a foreign language is spoken.

The public library in this community is close to the school. This library has a permanent collection of 2500 juvenile books, and a constantly changing loan collection of 200 children's books. Each class in the school visits the library weekly with the teacher during school hours for a period of free reading. During this weekly period, the teacher and the librarian are available to answer questions, help locate books, aid in the use of reference material, and give advice when requested. However, there is no compulsion of any kind, and pupils are free to read what they choose. Most of the pupils use this period to return books to the library and select others for home reading. During the last fifteen

CHAPTER I

THE NATURE OF THE SUBJECT

The first object of this study is to determine the nature of the subject, and to show that it is a science, and not a mere collection of facts.

The second object is to show that the subject is a science, and not a mere collection of facts.

The third object is to show that the subject is a science, and not a mere collection of facts.

The fourth object is to show that the subject is a science, and not a mere collection of facts.

The fifth object is to show that the subject is a science, and not a mere collection of facts.

The sixth object is to show that the subject is a science, and not a mere collection of facts.

minutes of each period, the librarian reads to the class.

DESCRIPTION OF SURVEY:

For a period of six consecutive weeks a record was kept of all the books voluntarily chosen and taken home by 167 pupils in Grade four, five, and six. Of the total juvenile circulation of 2073 library books for the six-weeks period, 1019 books were taken home by the 167 pupils in the survey.

The following categories were used in classifying the books:

1. Mystery and Adventure
2. Mythology, Fable and Fairy Tales
3. Animal Stories
4. History and Travel - Other Lands and People
5. Biography and Autobiography
6. Science and Mechanics
7. Sports and Hobbies
8. Poetry, Music, Fine Arts

The pupils did not know that this survey was being conducted, so it may be assumed that this survey presents a normal sampling of their library choices both in number and in type of books.

The ages of the children ranged from nine to twelve. A frequency table of ages is given on the following page.

1. The first part of the report deals with the general situation of the country.

2. The second part of the report deals with the economic situation.

3. The third part of the report deals with the social situation.

4. The fourth part of the report deals with the cultural situation.

5. The fifth part of the report deals with the political situation.

6. The sixth part of the report deals with the international situation.

7. The seventh part of the report deals with the future of the country.

8. The eighth part of the report deals with the conclusion.

9. The ninth part of the report deals with the appendix.

10. The tenth part of the report deals with the bibliography.

11. The eleventh part of the report deals with the index.

12. The twelfth part of the report deals with the list of figures.

13. The thirteenth part of the report deals with the list of tables.

14. The fourteenth part of the report deals with the list of maps.

15. The fifteenth part of the report deals with the list of abbreviations.

16. The sixteenth part of the report deals with the list of symbols.

17. The seventeenth part of the report deals with the list of footnotes.

18. The eighteenth part of the report deals with the list of references.

19. The nineteenth part of the report deals with the list of sources.

20. The twentieth part of the report deals with the list of documents.

21. The twenty-first part of the report deals with the list of interviews.

22. The twenty-second part of the report deals with the list of questionnaires.

23. The twenty-third part of the report deals with the list of statistical data.

TABLE I
AGE FREQUENCY DISTRIBUTION OF CHILDREN
IN GRADES IV, V, AND VI

AGE	Grade IV		Grade V		GRADE VI		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	
9	17	25	4				46
10	5	5	25	22	1	1	59
11			4	5	20	28	57
12					1	4	5
TOTAL	22	30	33	27	22	33	167

The age of the greatest number of children is ten years. Eleven is the age having the next greatest number. The range of this table is from nine to twelve years of age.

TABLE 1

Summary of the results of the analysis of variance for the effect of the treatment on the response variable.

Treatment	Response Variable	Mean	Standard Error	t-value	df	p-value
1	1	1.0	0.1	10.0	10	0.0001
2	2	2.0	0.2	10.0	10	0.0001
3	3	3.0	0.3	10.0	10	0.0001
4	4	4.0	0.4	10.0	10	0.0001
5	5	5.0	0.5	10.0	10	0.0001

The results of the analysis of variance for the effect of the treatment on the response variable are presented in Table 1. The results show that the treatment has a significant effect on the response variable (p < 0.0001).

CHAPTER III

CHAPTER III

ANALYSIS OF DATA

1. Introduction
2. Methods of Data Collection
3. Statistical Analysis
4. Results and Discussion
5. Conclusion

(15) 1871

1871 1872

CHAPTER III

ANALYSIS OF DATA

INTRODUCTION

In this chapter the investigator considers the interpretation of the survey's findings and their implications in regard to sex, chronological age, mental age, and reading level.

In arriving at conclusions, choices were first tabulated according to grade level and sex under the following categories:

1. Mystery and Adventure
2. Mythology, Fable, and Fairy Tales
3. Animal Stories
4. History and Travel - Other Lands and People
5. Biography and Autobiography
6. Science and Mechanics
7. Sports and Hobbies
8. Poetry, Music, Fine Arts

The table on the following page shows the total number of books in each of the above categories read by 77 boys and 90 girls in Grades Four, Five, and Six during the 6-week period of the survey.

THE HISTORY
OF THE

1700-1701

The first volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.

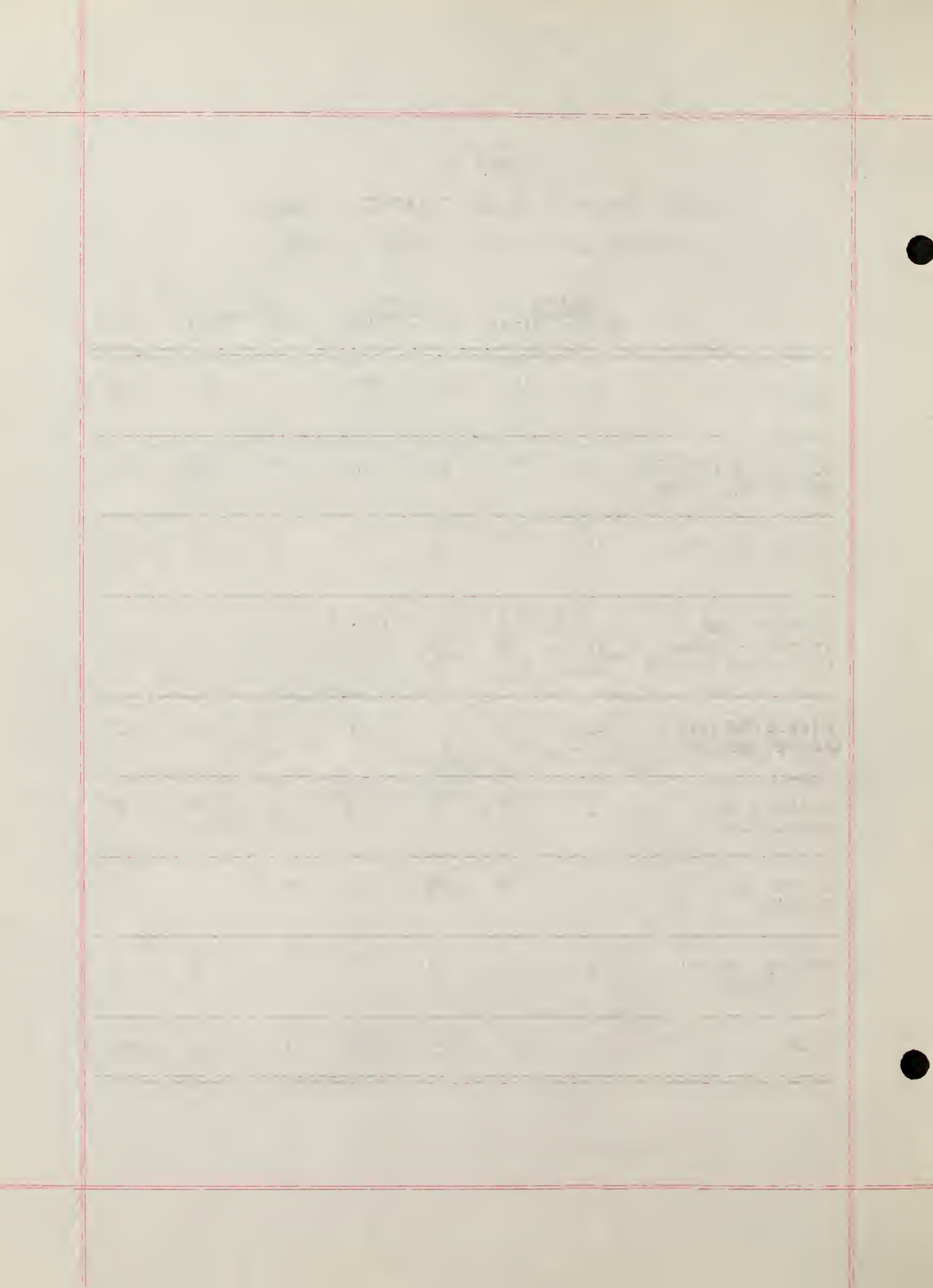
The second volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.

1. The first volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.
2. The second volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.
3. The third volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.
4. The fourth volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.
5. The fifth volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.
6. The sixth volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.
7. The seventh volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.
8. The eighth volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.
9. The ninth volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.
10. The tenth volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.

The tenth volume of the History of the
American Revolution, published in 1788, is
a history of the American Revolution, from 1763 to 1783.
It is a history of the American Revolution, from 1763 to 1783.

TABLE II
TOTAL NUMBER OF BOOKS SELECTED IN EACH
CATEGORY ACCORDING TO GRADE AND SEX

	<u>GRADE 4</u>		<u>GRADE 5</u>		<u>GRADE 6</u>		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Mystery and Adventure	68	103	85	121	63	121	561
Mythology, Fable and Fairy Tales	9	27	16	49	7	47	155
Animal Stories	14	15	42	40	4	24	139
History and Travel - Other Lands and People	12	5	9	20	1	1	48
Biography and Autobiography	25	1	6	8	5	10	55
Science and Mechanics	5	0	7	0	7	0	19
Sports and Hobbies	3	0	20	6	11	0	40
Poetry, Music, Fine Arts	1	1	0	4	0	2	8
Total	137	152	185	248	98	205	1025



To interpret further the data in Table II, the per cent of the total number of books selected in each category was determined. It will be noted from Table III that more than half the books selected were stories of mystery and adventure. Stories of animals together with mythology, fables, and fairy tales constituted about thirty per cent of the total number. The sum of the per cents of the last five categories constituted sixteen per cent of the total number.

TABLE III
NUMBER AND PER CENT OF
CHOICES IN EACH CATEGORY

	No.	Per Cent
1. Mystery and Adventure	561	55
2. Mythology, Fable, and Fairy Tales	155	15
3. Animal Stories	139	14
4. Biography and Autobiography	55	5
5. History and Travel	48	4
6. Sports and Hobbies	40	4
7. Science and Mechanics	19	2
8. Poetry, Music, Fine Arts	8	1

The first part of the report is devoted to a description of the
 experimental conditions. The second part contains the results of the
 measurements. The third part is a discussion of the results. The
 fourth part is a conclusion. The fifth part is a list of references.

Date	Time	Description of the experiment
1950	10:00	First measurement of the rate of reaction
1950	11:00	Second measurement of the rate of reaction
1950	12:00	Third measurement of the rate of reaction
1950	13:00	Fourth measurement of the rate of reaction
1950	14:00	Fifth measurement of the rate of reaction
1950	15:00	Sixth measurement of the rate of reaction
1950	16:00	Seventh measurement of the rate of reaction
1950	17:00	Eighth measurement of the rate of reaction
1950	18:00	Ninth measurement of the rate of reaction
1950	19:00	Tenth measurement of the rate of reaction

CHOICES ACCORDING TO SEX DIFFERENCES

In order to answer the question of who reads more, boys or girls, and in order to interpret statistically the data in Table II, the following eight tables were constructed, one for each category of choices.

TABLE IV
COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF MYSTERY AND ADVENTURE

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	2.805	.268	1.028	.390	2.636
Girls	90	3.833	.283			

In this table, the critical ratio of 2.636 is significant. It would seem that in the intermediate grades girls read more books of mystery and adventure than do boys.

THE UNIVERSITY OF CHICAGO

IN THE DEPARTMENT OF CHEMISTRY
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS
JANUARY 10, 1950

TO THE

PROFESSOR OF CHEMISTRY

THE UNIVERSITY OF CHICAGO

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UNIVERSITY OF CHICAGO

100

100

1. The first part of the report is devoted to a description of the experimental work done during the summer of 1949. The second part is devoted to a discussion of the results of the work done during the summer of 1949. The third part is devoted to a discussion of the results of the work done during the summer of 1949.

TABLE V

COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF MYTHOLOGY, FABLE, AND FAIRY TALES

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.416	.111	.951	.206	4.617
Girls	90	1.367	.174			

In this table, the critical ratio of 4.617 is significant. It would seem that in the intermediate grades girls read more books of mythology, fable, and fairy tales than do boys.

TABLE VI
COMPARISON OF BOYS' AND GIRLS' CHOICES
OF ANIMAL STORIES

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.779	.154	.099	.228	.434
Girls	90	.878	.168			

In this table, the critical ratio of .434 is not significant. It would seem that boys and girls in the intermediate grades read approximately the same number of animal stories.

Table

Table 1. Summary of the data collected during the study.

Table 2. Summary of the data collected during the study.

Variable	Mean	SD	Min	Max
Age	30.5	5.2	25	35
Gender	50%	50%	Male	Female
Education	12.5	1.5	10	14
Income	1500	200	1000	2000

The data were collected from a sample of 100 participants. The sample was divided into two groups: 50 males and 50 females. The mean age of the participants was 30.5 years, with a standard deviation of 5.2 years. The range of ages was from 25 to 35 years. The mean education level was 12.5 years, with a standard deviation of 1.5 years. The range of education levels was from 10 to 14 years. The mean income was 1500 units, with a standard deviation of 200 units. The range of income was from 1000 to 2000 units.

TABLE VII
COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF HISTORY AND TRAVEL - OTHER LANDS AND PEOPLE.

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.286	.108	.003	.141	.021
Girls	90	.289	.091			

In this table, the critical ratio of .021 is not significant. It would seem that boys and girls in the intermediate grades read approximately the same number of books of history and travel.

UNIT 10

THE CITY OF NEW YORK
OFFICE OF THE COMPTROLLER

DATE	DESCRIPTION	AMOUNT	CHECK NO.	DEPOSITED	BALANCE
1900	1000	1000	1000	1000	1000
1901	2000	2000	2000	2000	3000
1902	3000	3000	3000	3000	6000
1903	4000	4000	4000	4000	10000
1904	5000	5000	5000	5000	15000
1905	6000	6000	6000	6000	21000
1906	7000	7000	7000	7000	28000
1907	8000	8000	8000	8000	36000
1908	9000	9000	9000	9000	45000
1909	10000	10000	10000	10000	55000
1910	11000	11000	11000	11000	66000
1911	12000	12000	12000	12000	78000
1912	13000	13000	13000	13000	91000
1913	14000	14000	14000	14000	105000
1914	15000	15000	15000	15000	120000
1915	16000	16000	16000	16000	136000
1916	17000	17000	17000	17000	153000
1917	18000	18000	18000	18000	171000
1918	19000	19000	19000	19000	190000
1919	20000	20000	20000	20000	210000
1920	21000	21000	21000	21000	231000
1921	22000	22000	22000	22000	253000
1922	23000	23000	23000	23000	276000
1923	24000	24000	24000	24000	300000
1924	25000	25000	25000	25000	325000
1925	26000	26000	26000	26000	351000
1926	27000	27000	27000	27000	378000
1927	28000	28000	28000	28000	406000
1928	29000	29000	29000	29000	435000
1929	30000	30000	30000	30000	465000
1930	31000	31000	31000	31000	496000
1931	32000	32000	32000	32000	528000
1932	33000	33000	33000	33000	561000
1933	34000	34000	34000	34000	595000
1934	35000	35000	35000	35000	630000
1935	36000	36000	36000	36000	666000
1936	37000	37000	37000	37000	703000
1937	38000	38000	38000	38000	741000
1938	39000	39000	39000	39000	780000
1939	40000	40000	40000	40000	820000
1940	41000	41000	41000	41000	861000
1941	42000	42000	42000	42000	903000
1942	43000	43000	43000	43000	946000
1943	44000	44000	44000	44000	990000
1944	45000	45000	45000	45000	1035000
1945	46000	46000	46000	46000	1081000
1946	47000	47000	47000	47000	1128000
1947	48000	48000	48000	48000	1176000
1948	49000	49000	49000	49000	1225000
1949	50000	50000	50000	50000	1275000
1950	51000	51000	51000	51000	1326000
1951	52000	52000	52000	52000	1378000
1952	53000	53000	53000	53000	1431000
1953	54000	54000	54000	54000	1485000
1954	55000	55000	55000	55000	1540000
1955	56000	56000	56000	56000	1596000
1956	57000	57000	57000	57000	1653000
1957	58000	58000	58000	58000	1711000
1958	59000	59000	59000	59000	1770000
1959	60000	60000	60000	60000	1830000
1960	61000	61000	61000	61000	1891000
1961	62000	62000	62000	62000	1953000
1962	63000	63000	63000	63000	2016000
1963	64000	64000	64000	64000	2080000
1964	65000	65000	65000	65000	2145000
1965	66000	66000	66000	66000	2211000
1966	67000	67000	67000	67000	2278000
1967	68000	68000	68000	68000	2346000
1968	69000	69000	69000	69000	2415000
1969	70000	70000	70000	70000	2485000
1970	71000	71000	71000	71000	2556000
1971	72000	72000	72000	72000	2628000
1972	73000	73000	73000	73000	2701000
1973	74000	74000	74000	74000	2775000
1974	75000	75000	75000	75000	2850000
1975	76000	76000	76000	76000	2926000
1976	77000	77000	77000	77000	3003000
1977	78000	78000	78000	78000	3081000
1978	79000	79000	79000	79000	3160000
1979	80000	80000	80000	80000	3240000
1980	81000	81000	81000	81000	3321000
1981	82000	82000	82000	82000	3403000
1982	83000	83000	83000	83000	3486000
1983	84000	84000	84000	84000	3570000
1984	85000	85000	85000	85000	3655000
1985	86000	86000	86000	86000	3741000
1986	87000	87000	87000	87000	3828000
1987	88000	88000	88000	88000	3916000
1988	89000	89000	89000	89000	4005000
1989	90000	90000	90000	90000	4095000
1990	91000	91000	91000	91000	4186000
1991	92000	92000	92000	92000	4278000
1992	93000	93000	93000	93000	4371000
1993	94000	94000	94000	94000	4465000
1994	95000	95000	95000	95000	4560000
1995	96000	96000	96000	96000	4656000
1996	97000	97000	97000	97000	4753000
1997	98000	98000	98000	98000	4851000
1998	99000	99000	99000	99000	4950000
1999	100000	100000	100000	100000	5050000
2000	101000	101000	101000	101000	5151000
2001	102000	102000	102000	102000	5253000
2002	103000	103000	103000	103000	5356000
2003	104000	104000	104000	104000	5460000
2004	105000	105000	105000	105000	5565000
2005	106000	106000	106000	106000	5671000
2006	107000	107000	107000	107000	5778000
2007	108000	108000	108000	108000	5886000
2008	109000	109000	109000	109000	5995000
2009	110000	110000	110000	110000	6105000
2010	111000	111000	111000	111000	6216000
2011	112000	112000	112000	112000	6328000
2012	113000	113000	113000	113000	6441000
2013	114000	114000	114000	114000	6555000
2014	115000	115000	115000	115000	6670000
2015	116000	116000	116000	116000	6786000
2016	117000	117000	117000	117000	6903000
2017	118000	118000	118000	118000	7021000
2018	119000	119000	119000	119000	7140000
2019	120000	120000	120000	120000	7260000
2020	121000	121000	121000	121000	7381000
2021	122000	122000	122000	122000	7503000
2022	123000	123000	123000	123000	7626000
2023	124000	124000	124000	124000	7750000
2024	125000	125000	125000	125000	7875000
2025	126000	126000	126000	126000	8001000
2026	127000	127000	127000	127000	8128000
2027	128000	128000	128000	128000	8256000
2028	129000	129000	129000	129000	8385000
2029	130000	130000	130000	130000	8515000
2030	131000	131000	131000	131000	8646000
2031	132000	132000	132000	132000	8778000
2032	133000	133000	133000	133000	8911000
2033	134000	134000	134000	134000	9045000
2034	135000	135000	135000	135000	9180000
2035	136000	136000	136000	136000	9316000
2036	137000	137000	137000	137000	9453000
2037	138000	138000	138000	138000	9591000
2038	139000	139000	139000	139000	9730000
2039	140000	140000	140000	140000	9870000
2040	141000	141000	141000	141000	10011000
2041	142000	142000	142000	142000	10153000
2042	143000	143000	143000	143000	10296000
2043	144000	144000	144000	144000	10440000
2044	145000	145000	145000	145000	10585000
2045	146000	146000	146000	146000	10731000
2046	147000	147000	147000	147000	10878000
2047	148000	148000	148000	148000	11026000
2048	149000	149000	149000	149000	11175000
2049	150000	150000	150000	150000	11325000
2050	151000	151000	151000	151000	11476000
2051	152000	152000	152000	152000	11628000
2052	153000	153000	153000	153000	11781000
2053	154000	154000	154000	154000	11935000
2054	155000	155000	155000	155000	12090000
2055	156000	156000	156000	156000	12246000
2056	157000	157000	157000	157000	12403000
2057	158000	158000	158000	158000	12561000
2058	159000	159000	159000	159000	12720000
2059	160000	160000	160000	160000	12880000
2060	161000	161000	161000	161000	13041000
2061	162000	162000	162000	162000	13203000
2062	163000	163000	163000	163000	13366000
2063	164000	164000	164000	164000	13530000
2064	165000	165000	165000	165000	13695000
2065	166000	166000	166000	166000	13861000
2066	167000	167000	167000	167000	14028000
2067	168000	168000	168000	168000	14196000
2068	169000	169000	169000	169000	14365000
2069	170000	170000	170000	170000	14535000
2070	171000	171000	171000	171000	14706000
2071	172000	172000	172000	172000	14878000
2072	173000	173000	173000	173000	15051000
2073	174000	174000	174000	174000	15225000
2074	175000	175000	175000	175000	15400000
2075	176000	176000	176000	176000	15576000
2076	177000	177000	177000	177000	15753000
2077	178000	178000	178000	178000	15931000
2078	179000</				

TABLE VIII

COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF BIOGRAPHY AND AUTOBIOGRAPHY

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.468	.121	.257	.138	1.862
Girls	90	.211	.067			

In this table, the critical ratio of 1.862 is not significant. It would seem that boys and girls in the intermediate grades read approximately the same number of books of biography and autobiography.

REPORT

ON THE PROGRESS OF THE WORK DURING THE YEAR 1900

NAME	AGE	SEX	RELATION	DATE
John Doe	25	M	Head	1900
John Doe	25	M	Head	1900
John Doe	25	M	Head	1900
John Doe	25	M	Head	1900
John Doe	25	M	Head	1900
John Doe	25	M	Head	1900
John Doe	25	M	Head	1900
John Doe	25	M	Head	1900
John Doe	25	M	Head	1900
John Doe	25	M	Head	1900

The work during the year 1900 has been very successful. The progress made in the various departments has been very satisfactory. The work has been carried out in accordance with the plan of work for the year. The results have been very good. The work has been carried out in accordance with the plan of work for the year. The results have been very good.

TABLE IX

COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF SCIENCE AND MECHANICS

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.247	.091	.247	.091	2.714
Girls	90	0	0			

In this table, the critical ratio of 2.714 is significant. It would seem that in the intermediate grades boys read more books of science and mechanics than do girls.

TABLE

Showing the results of the experiments conducted at the
University of California, Berkeley, in 1907

Experiment	1	2	3	4	5	6	7	8	9	10
1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
2	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
3	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
4	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
7	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
8	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
10	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

The results of the experiments conducted at the University of California, Berkeley, in 1907, are shown in the table above. The results are in good agreement with the theoretical predictions.

TABLE X

COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS OF
SPORTS AND HOBBIES

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.442	.120	.375	.127	2.953
Girls	90	.067	.041			

In this table, the critical ratio of 2.953 is significant. It would seem that in the intermediate grades boys read more books of sports and hobbies than do girls.

Page 1

THE UNIVERSITY OF CHICAGO LIBRARY

1000 S. MICHIGAN AVE.

DATE	DESCRIPTION	AMOUNT	DATE	DESCRIPTION	AMOUNT
10/1/50	PAID TO	100.00	10/1/50	PAID TO	100.00
10/2/50	PAID TO	100.00	10/2/50	PAID TO	100.00
10/3/50	PAID TO	100.00	10/3/50	PAID TO	100.00
10/4/50	PAID TO	100.00	10/4/50	PAID TO	100.00
10/5/50	PAID TO	100.00	10/5/50	PAID TO	100.00
10/6/50	PAID TO	100.00	10/6/50	PAID TO	100.00
10/7/50	PAID TO	100.00	10/7/50	PAID TO	100.00
10/8/50	PAID TO	100.00	10/8/50	PAID TO	100.00
10/9/50	PAID TO	100.00	10/9/50	PAID TO	100.00
10/10/50	PAID TO	100.00	10/10/50	PAID TO	100.00
10/11/50	PAID TO	100.00	10/11/50	PAID TO	100.00
10/12/50	PAID TO	100.00	10/12/50	PAID TO	100.00
10/13/50	PAID TO	100.00	10/13/50	PAID TO	100.00
10/14/50	PAID TO	100.00	10/14/50	PAID TO	100.00
10/15/50	PAID TO	100.00	10/15/50	PAID TO	100.00
10/16/50	PAID TO	100.00	10/16/50	PAID TO	100.00
10/17/50	PAID TO	100.00	10/17/50	PAID TO	100.00
10/18/50	PAID TO	100.00	10/18/50	PAID TO	100.00
10/19/50	PAID TO	100.00	10/19/50	PAID TO	100.00
10/20/50	PAID TO	100.00	10/20/50	PAID TO	100.00
10/21/50	PAID TO	100.00	10/21/50	PAID TO	100.00
10/22/50	PAID TO	100.00	10/22/50	PAID TO	100.00
10/23/50	PAID TO	100.00	10/23/50	PAID TO	100.00
10/24/50	PAID TO	100.00	10/24/50	PAID TO	100.00
10/25/50	PAID TO	100.00	10/25/50	PAID TO	100.00
10/26/50	PAID TO	100.00	10/26/50	PAID TO	100.00
10/27/50	PAID TO	100.00	10/27/50	PAID TO	100.00
10/28/50	PAID TO	100.00	10/28/50	PAID TO	100.00
10/29/50	PAID TO	100.00	10/29/50	PAID TO	100.00
10/30/50	PAID TO	100.00	10/30/50	PAID TO	100.00
10/31/50	PAID TO	100.00	10/31/50	PAID TO	100.00

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CHICAGO, ILL. 60607

TABLE XI
COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF POETRY, MUSIC, FINE ARTS

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.013	.013	.065	.038	1.711
Girls	90	.078	.036			

In this table, the critical ratio of 1.711 is not significant. It would seem that boys and girls in the intermediate grades read approximately the same number of books of poetry, music, and fine arts.

To summarize the data from the eight preceding tables, it would seem that in the following categories boys in the intermediate grades read more books than girls:

1. Science and Mechanics
2. Sports and Hobbies

It would seem that in the following categories girls in the intermediate grades read more books than boys:

1. Mystery and Adventure
2. Mythology, Fable, and Fairy Tales

In the following categories it would seem that there is no significant difference between the number of books read by boys in the intermediate grades and the number read by girls:

1. Animal Stories
2. History and Travel - Other Lands and People
3. Biography and Autobiography
4. Poetry, Music, Fine Arts

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β . It is shown that the system has solutions for all values of the parameters α and β if and only if the condition $\alpha + \beta > 1$ is satisfied.

2. In the second part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if and only if the condition $\alpha + \beta > 1$ is satisfied.

3. In the third part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if and only if the condition $\alpha + \beta > 1$ is satisfied.

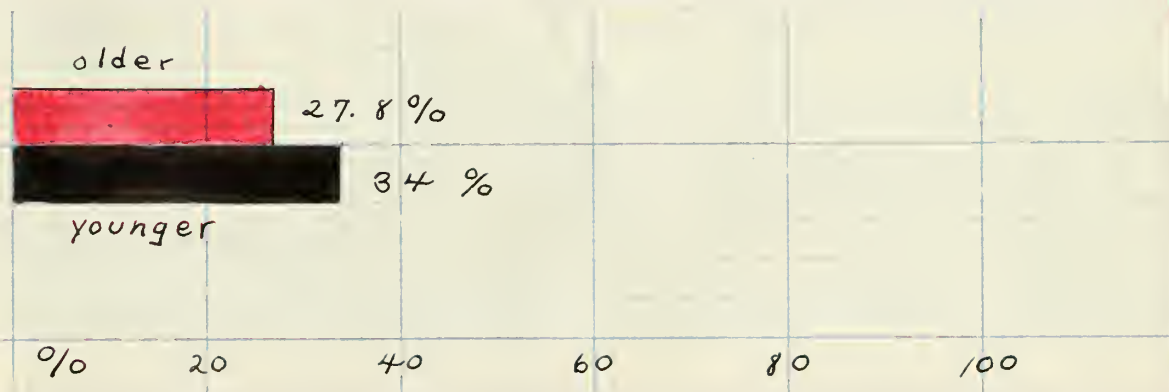
4. In the fourth part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if and only if the condition $\alpha + \beta > 1$ is satisfied.

CHOICES ACCORDING TO CHRONOLOGICAL AGE

In order to determine the effect of chronological age on the type of book selected, the choices of the fifty oldest children were compared with the choices of the fifty youngest children. The chronological ages of the fifty oldest children ranged from 11 years, 2 months to 12 years, 4 months. The chronological ages of the fifty youngest children ranged from 9 years, 1 month to 10 years, 0 months.

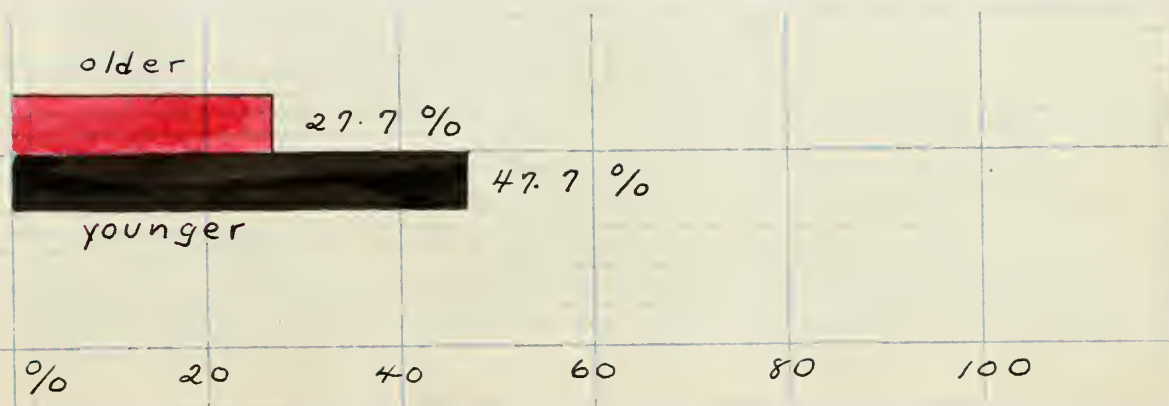
The following eight graphs show the per cent of the total number of books of each category read by the fifty oldest pupils in this survey, and the per cent of the total number of books in the same category read by the fifty youngest pupils in this survey.

GRAPH A PER CENTS OF BOOKS OF MYSTERY AND ADVENTURE
READ BY OLDEST AND YOUNGEST



From Graph A it would seem that older pupils read about the same number of books of mystery and adventure as do younger pupils.

GRAPH B PER CENTS OF BOOKS OF MYTHOLOGY, FABLE, AND
FAIRY TALES READ BY OLDEST AND YOUNGEST



From Graph B it would seem that younger pupils read more books of mythology, fable, and fairy tales than do older pupils.

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1964

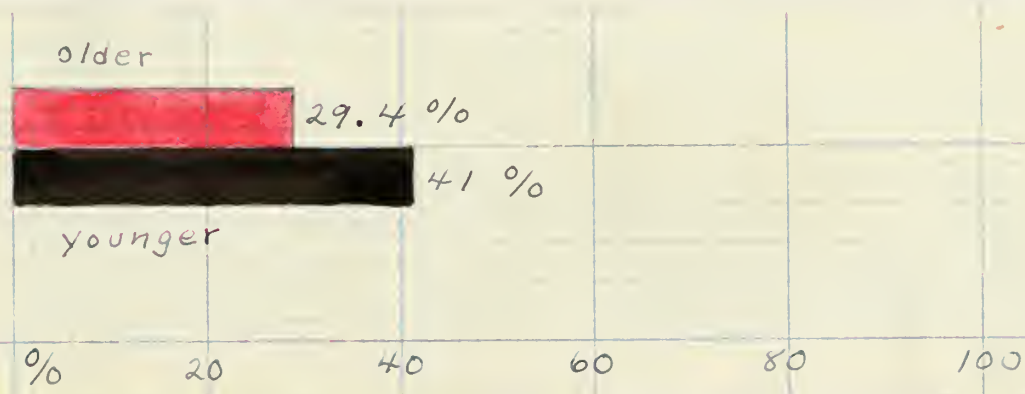
Very truly yours,
[Signature]

Enclosed for [Name] is a copy of [Title]
[Additional text]

1964

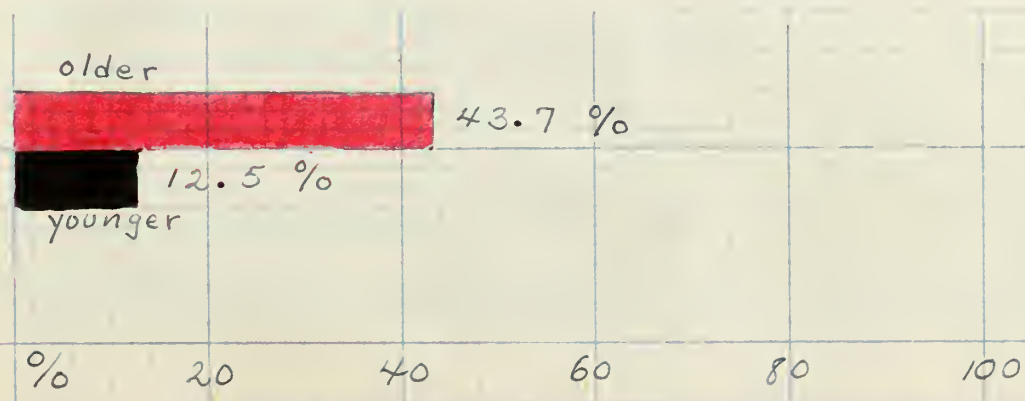
Very truly yours,
[Signature]

GRAPH C PER CENTS OF BOOKS OF ANIMAL STORIES
READ BY OLDEST AND YOUNGEST



From Graph C it would seem that younger pupils read about the same number of animal stories as do older pupils.

GRAPH D PER CENTS OF BOOKS OF HISTORY AND TRAVEL
READ BY OLDEST AND YOUNGEST



From Graph D it would seem that older pupils read more books of history and travel than do younger pupils.

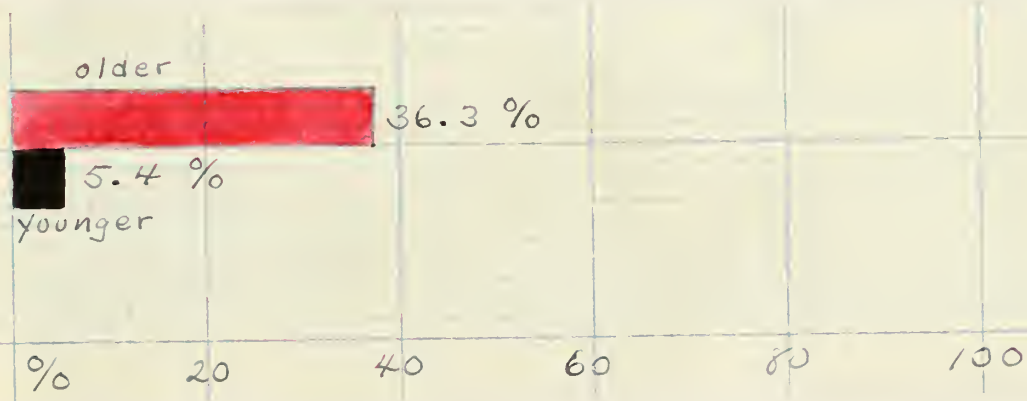
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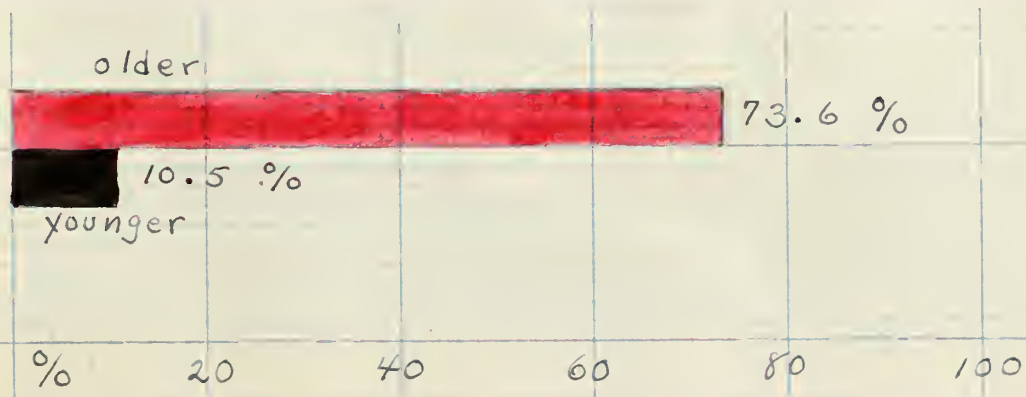
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GRAPH E PER CENTS OF BOOKS OF BIOGRAPHY AND
AUTOBIOGRAPHY READ BY OLDEST AND YOUNGEST



Graph E indicates that older pupils read many more books of biography and autobiography than do younger pupils.

GRAPH F PER CENTS OF BOOKS OF SCIENCE AND MECHANICS
READ BY OLDEST AND YOUNGEST



Graph F indicates that older pupils read many more books of science and mechanics than do younger pupils.

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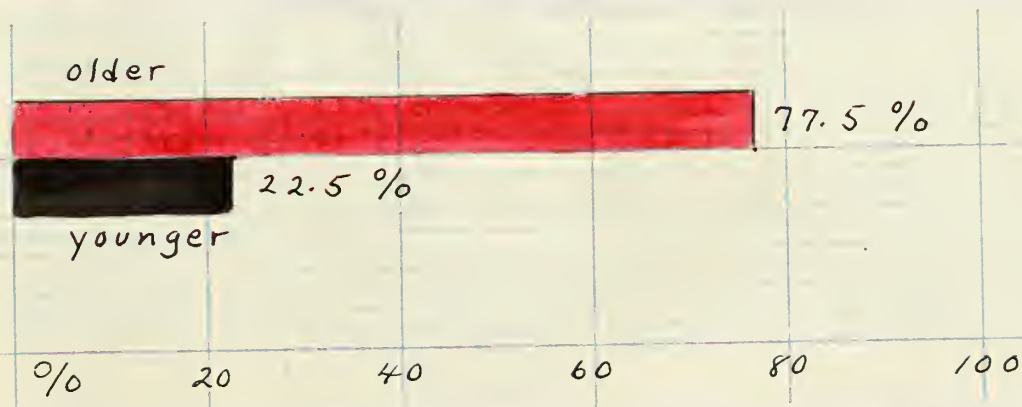
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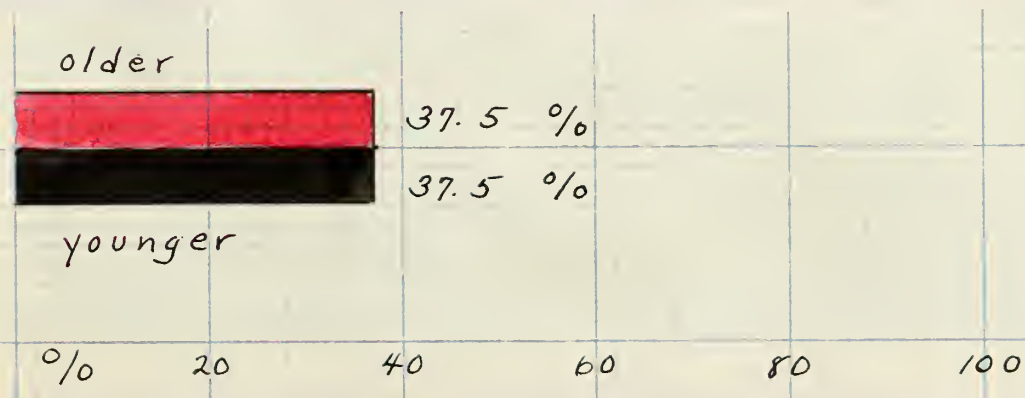
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GRAPH G PER CENTS OF BOOKS OF SPORTS AND HOBBIES
READ BY OLDEST AND YOUNGEST



Graph G indicates that older pupils read many more books of sports and hobbies than do younger pupils.

GRAPH H PER CENTS OF BOOKS OF POETRY, MUSIC, AND
FINE ARTS READ BY OLDEST AND YOUNGEST



Graph H indicates that older and younger pupils read close to the same number of books of poetry, music, and fine arts.

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CHOICES ACCORDING TO MENTAL AGE

To determine the effect of mental age on the type of book selected, the choices of the fifty children with the highest mental ages were compared with the choices of the fifty children with the lowest mental ages. The fifty highest mental ages ranged from 12 years, 4 months to 15 years, 2 months. The fifty lowest mental ages ranged from 9 years, one month to 10 years, 3 months.

The table on the following page shows the per cent of the books of each category selected by the 50 children with the highest mental ages, and the per cent of the books of each category selected by the 50 children with the lowest mental ages.

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TO THE PRESIDENT OF THE UNIVERSITY OF CHICAGO
FROM THE FACULTY OF THE DIVISION OF THE PHYSICAL SCIENCES
The Faculty of the Division of the Physical Sciences
of the University of Chicago, in a meeting held
on the 15th day of May, 1954, at the University
of Chicago, Illinois, have adopted the following
resolution:

Resolved, That the Faculty of the Division of the Physical Sciences
of the University of Chicago, in a meeting held
on the 15th day of May, 1954, at the University
of Chicago, Illinois, have adopted the following
resolution:

TABLE XII
PER CENTS OF CHOICES OF UPPER AND
LOWER MENTAL AGE GROUPS

	50 Highest mental ages	50 Lowest mental ages
1. Mystery and Adventure	26.5%	29.8%
2. Mythology, Fable, and Fairy Tales	30.9%	50.9%
3. Animal Stories	30.2%	52.5%
4. History and Travel - Other Lands and People	56.2%	18.7%
5. Biography and Autobiography	58.1%	20%
6. Science and Mechanics	63.2%	1.5%
7. Sports and Hobbies	77.5%	5%
8. Poetry, Music, Fine Arts	25%	37.5%

From Table XII it appears that:

1. Children of the highest and lowest mental ages in the intermediate grades read about the same number of books of mystery and adventure.
2. Children of the lowest mental ages in these grades seem to read more books of mythology, fable, and fairy tales than do children of the highest mental ages.
3. Children of the lowest mental ages in these grades seem to read more animal stories than do children of the highest mental ages.
4. Children of the highest mental ages seem to read more books of history and travel than do children of the lowest mental ages.
5. Children of the highest mental ages seem to read more books of biography and autobiography than do children of the lowest mental ages.
6. Children of the highest mental ages seem to read many more books of science and mechanics than do children of the lowest mental ages.
7. Children of the highest mental ages seem to read more books of sports and hobbies than do children with the lowest mental ages.
8. Children of both the highest and lowest mental age groups seem to read about the same number of books of poetry, music, and fine arts.

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CHOICES ACCORDING TO READING LEVEL

To determine the effect of reading level on the type of book selected, the choices of the fifty children with the highest reading level were compared with the choices of the fifty children with the lowest reading level. The reading levels of the fifty highest children ranged from grade 7, 2 months to grade 9, 8 months. The reading levels of the fifty lowest children ranged from grade 3, 2 months to grade 5, 4 months.

The table on the following page shows the per cent of the books of each category selected by the 50 children with the highest reading levels, and the per cent of the books of each category selected by the 50 children with the lowest reading levels.

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DEPARTMENT OF CHEMISTRY

RESEARCH REPORT
ON THE
STRUCTURE AND
PROPERTIES OF
THE
CRYSTALLINE
POLYMER
OF
ETHYLENE
DIOXIDE
BY
J. H. HUNTER
AND
J. E. HARRIS
1954

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U.S. GOVERNMENT PRINTING OFFICE
1954

TABLE XIII

PER CENTS OF CHOICES OF UPPER AND LOWER

READING LEVEL GROUPS

	50 Highest Reading Levels	50 Lowest Reading Levels
1. Mystery and Adventure	30.4%	32.6%
2. Mythology, Fable, and Fairy Tales	31.6%	44.5%
3. Animal Stories	28.7%	35.2%
4. History and Travel - Other Lands and People	52%	8.2%
5. Biography and Autobiography	34.5%	9%
6. Science and Mechanics	68.4%	10.5%
7. Sports and Hobbies	65%	22.5%
8. Poetry, Music, Fine Arts	50%	12.5%

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From Table XIII it appears that:

1. Children of the highest and lowest reading levels in the intermediate grades read about the same number of books of mystery and adventure.
2. Children of the highest and lowest reading levels in these grades read about the same number of books of mythology, fable, and fairy tales.
3. Children of the highest and lowest reading levels in these grades read about the same number of animal stories.
4. Children of the highest reading levels in these grades seem to read more books of history and travel than do children of the lowest reading levels.
5. Children of the highest reading levels seem to read more books of biography and autobiography than do children of the lowest reading levels.
6. Children of the highest reading levels seem to read more books of science and mechanics than do children of the lowest reading levels.
7. Children of the highest reading levels seem to read more books of sports and hobbies than do children of the lowest reading levels.
8. Children of the highest reading levels seem to read more books of poetry, music, and fine arts than do children of the lowest reading levels.

CHAPTER I. OF THE FOUNDATION OF THE CITY.

THE CITY OF BOSTON WAS FOUNDED BY THE

ENGLISH IN THE YEAR 1630.

THE FIRST SETTLERS WERE THE PURITANS.

THEY WERE LEADED BY JOHN WINSTON.

THEY CAME FROM ENGLAND.

THEY WERE THE FIRST SETTLERS OF THE CITY.

THEY WERE THE FIRST SETTLERS OF THE CITY.

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CHAPTER IV

SUMMARY AND CONCLUSIONS

CHAPTER IV

SUMMARY AND CONCLUSIONS

This survey of the library choices of intermediate grade pupils was made with the purpose of finding answers to the following questions:

1. What types of library books are chosen most frequently by boys and girls in grades four, five, and six?
2. What is the influence of sex on the type of book selected?
3. How does chronological age affect the type of book selected?
4. What is the influence of mental age on the type of book selected?
5. What is the influence of reading level on the type of book selected?

For a period of six consecutive weeks, the investigator tabulated all the books chosen from a public library by 167 pupils in Grades four, five, and six in an elementary school. This pupil population of 77 boys and 90 girls came from an area of upper economic level. Their chronological ages ranged from 9 years, 1 month to 12 years, 4 months. Their mental ages, from Kuhlman-Anderson Tests, ranged from 9 years, 1 month to 15 years, 2 months. Their reading levels, from

Stanford Achievement Tests, ranged from grade 3, 2 months to grade 9, 8 months.

From the data obtained the following conclusions and observations were drawn:

1. More than fifty per cent of the total number of books selected were stories of mystery and adventure.
2. Stories of animals together with mythology, fables, and fairy tales constituted about thirty per cent of the total number selected.
3. The sum of the books in the following categories constituted sixteen per cent of the total number:
 - A. Biography and Autobiography
 - B. History and Travel
 - C. Sports and Hobbies
 - D. Science and Mechanics
 - E. Poetry, Music, Fine Arts
4. Boys selected more books of science, mechanics, sports, and hobbies than did girls.
5. Girls selected more books of mystery, adventure, mythology, fable, and fairy tales than did boys.
6. In the following categories there was no significant difference between the number of books selected by boys and the number selected by girls:

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CHICAGO, ILL., U.S.A.
1914

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- A. Animal stories
 - B. History and travel
 - C. Biography and autobiography
 - D. Poetry, music, fine arts
7. When choices were compared according to chronological ages it appeared that there was little difference between the numbers of books of mystery, adventure, animal stories and poetry selected by the older and younger children.
8. In the following categories the older children appeared to select more books than the younger children:
- A. History and travel
 - B. Biography and autobiography
 - C. Science and mechanics
 - D. Sports and hobbies
9. The younger children appeared to select more books of mythology, fable and fairy tales than did the older children.
10. When choices were compared according to mental ages it appeared that there was little difference between the numbers of books of mystery, adventure and poetry selected by the upper and lower mental age groups.
11. Children of the upper mental age groups appeared to select more books of history and travel,

1. The first of these is the fact that the system is not a simple one, but a complex one, involving many different factors.
2. The second is the fact that the system is not a static one, but a dynamic one, involving many different factors.
3. The third is the fact that the system is not a homogeneous one, but a heterogeneous one, involving many different factors.
4. The fourth is the fact that the system is not a uniform one, but a non-uniform one, involving many different factors.
5. The fifth is the fact that the system is not a continuous one, but a discontinuous one, involving many different factors.
6. The sixth is the fact that the system is not a linear one, but a non-linear one, involving many different factors.
7. The seventh is the fact that the system is not a deterministic one, but a probabilistic one, involving many different factors.
8. The eighth is the fact that the system is not a predictable one, but an unpredictable one, involving many different factors.
9. The ninth is the fact that the system is not a controllable one, but an uncontrollable one, involving many different factors.
10. The tenth is the fact that the system is not a manageable one, but an unmanageable one, involving many different factors.

biography and autobiography, science and mechanics, and sports and hobbies than did children in the lower mental age group.

12. Children in the lower mental age group appeared to select more books of mythology, fable, fairy tales and animal stories than did children in the upper mental age group.
13. When choices were compared according to reading levels it appeared that there was little difference between the numbers of books of mystery, adventure, mythology, fable, fairy tales and animal stories selected by the upper and lower reading levels.
14. Children in the upper reading level appeared to select more books of history and travel, biography and autobiography, science and mechanics, sports and hobbies, and poetry than did children in the lower reading level.

SUGGESTED FURTHER STUDY

1. Make a study of the relative reading difficulty of children's books of history, travel, biography, autobiography, science, mechanics, sports, and hobbies to determine why children who are poor readers do not frequently select books of these types.
2. Conduct a similar survey in an area of lower economic level to compare the findings with those of this survey.
3. Investigate the actual amount of reading of library books as compared to the number of books children take home from a library.
4. Develop and test methods of increasing pupil reading of library books.

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Bureau of Publications, Teachers' College, Columbia
University, 1921, 143 pp.

THEORY

The first part of the theory is the definition of the function $f(x)$. This function is defined as the sum of the squares of the first n natural numbers. The formula for this function is $f(n) = \frac{n(n+1)(2n+1)}{6}$. This formula can be derived by induction. The base case is $f(1) = 1$. The inductive step is to show that $f(n+1) = f(n) + (n+1)^2$. This can be shown by substituting $n+1$ into the formula and simplifying. The result is $f(n+1) = \frac{(n+1)(n+2)(2n+3)}{6}$. This is equal to $f(n) + (n+1)^2$. Therefore, the formula is true for all n .

The second part of the theory is the proof of the formula. This is done by induction. The base case is $f(1) = 1$. The inductive step is to show that $f(n+1) = f(n) + (n+1)^2$. This can be shown by substituting $n+1$ into the formula and simplifying. The result is $f(n+1) = \frac{(n+1)(n+2)(2n+3)}{6}$. This is equal to $f(n) + (n+1)^2$. Therefore, the formula is true for all n .

The third part of the theory is the application of the formula. This is done by using the formula to calculate the sum of the squares of the first n natural numbers. For example, if $n=10$, then $f(10) = \frac{10(10+1)(2(10)+1)}{6} = \frac{10(11)(21)}{6} = 385$. Therefore, the sum of the squares of the first 10 natural numbers is 385.

The fourth part of the theory is the conclusion. This is that the formula for the sum of the squares of the first n natural numbers is $f(n) = \frac{n(n+1)(2n+1)}{6}$. This formula can be used to calculate the sum of the squares of the first n natural numbers for any value of n .

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Section 1

1. The first of the following is a list of the names of the persons who have been named in the following list of names.

2. The second of the following is a list of the names of the persons who have been named in the following list of names.

3. The third of the following is a list of the names of the persons who have been named in the following list of names.

4. The fourth of the following is a list of the names of the persons who have been named in the following list of names.

5. The fifth of the following is a list of the names of the persons who have been named in the following list of names.

6. The sixth of the following is a list of the names of the persons who have been named in the following list of names.

7. The seventh of the following is a list of the names of the persons who have been named in the following list of names.

8. The eighth of the following is a list of the names of the persons who have been named in the following list of names.

9. The ninth of the following is a list of the names of the persons who have been named in the following list of names.

10. The tenth of the following is a list of the names of the persons who have been named in the following list of names.

11. The eleventh of the following is a list of the names of the persons who have been named in the following list of names.

12. The twelfth of the following is a list of the names of the persons who have been named in the following list of names.

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